**Appendix G: Internship Field-based Activities Summary Report and Validation**



**Lamar University – M.Ed. in Educational Technology Leadership**

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| Internship Field-based Activities Summary Report and Validation | | | | |
| Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. Post this report to your e-Portfolio wiki/blog/Google site monthly to document completion of your activities.  As you plan your campus- or district-supervised Internship hours, do the following:   * Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards. * Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards. * Follow the guidelines on page 37 to reflect on each completed activity.   Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 \*Please note that course number changes in Fall 2010\*.  Once complete:   * PDF the Validated Summary Report. This report must be signed by your site mentor. * Create a new page on your wiki, titled “ Completed Internship Field-based Activities Summary Report” * Post the completed Internship Field-based Activities Summary Report to your wiki. | | | | |
|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard I. Technology Operations and Concepts | TF- I.A | TF-I.A Hold training on Learning.com during staff meeting. Demonstrate how to incorporate this website into different curriculum areas. | 12/2010 | 3 |
| For standard I.A, I held training on Learning.com during one of our staff meetings. The goal of the training was to help teachers incorporate our districts online technology textbook into their classroom no matter what the curriculum area was. My biggest learning experience was that teachers are at extreme ends of the scale related to their technology fluency. Some teachers picked up the program within minutes, while others took several times just to log in. They did not understand basic computer functions and terminology. I had read in the 2011 Horizon report that, “…training in digital literacy skills and techniques is rare in teacher education and school district professional development programs.” **(**Johnson, Smith, Willis, Levine, and Haywood, 2011, pg. 5) Before I held this training I had assumed, since we use outlook and several software programs daily in our jobs, that all teachers had a basic understanding of technology. I got very frustrated very quickly by the lack of ability some teacher demonstrated, which could be related to the lack of technology professional development available. I now know in the future that I must create a lesson plan that features a lot of differentiation. I have to plan on the large difference in ability that teachers demonstrate in regard to their technology literacy.  To complete this activity the first thing I had to do was get a thorough understanding of the software program and create ideas on how to incorporate it into various subjects and grades. From there I had to create a lesson plan that had the teachers actually log in and use the program. I also had to give them time for discussion so they could share ideas for lessons. I learn best through experience and this activity was a huge influence on future professional developments I held. I assessed my performance by watching teacher reactions and how well they understood the software when we where finished. Many had questions, so I took this as a success because I peeked their interest in the software. Others resisted, but they where the ones that normally resist. I did not use them to gauge my success. To accomplish this task I worked closely with my mentor and my schools technology section leader. I ran ideas by them and they offered suggestions, the biggest of which was to give teachers time to explore.  “Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.” (Southwest Educational Development Laboratory, 1999, pg. 1) As a learner I realized I need to use “resources” more, specifically others with experience. I was warned that many teachers would be resistant to any technology. I assumed that because with this lesson they could complete lessons using their subject TEKS along with Technology TEKS, they would be very interested. I didn’t plan on the resistance and lack of basic technical skills I experienced and should have listened to others and differentiated my lesson more. In the future I plan on asking for more advice from individuals experienced in training with technology. My only question remaining is how to get teachers to a closer knowledge level with technology. I witnessed extreme differences in ability. I would like to see districts hold more professional developments on basic software functions so that teachers can learn new software quicker. “Technology competency is not a skill set that, once mastered, is static: rather, it is highly fluid, changing at the pace of technological innovations.” (Williamson & Redish, 2009, pg. 21)  References:  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: *International Society for Technology in Education*, pp. 17-32  Southwest Educational Developmental Laboratory, (1999). *Learning as a personal event: A brief introduction to constructivism*. Retrieved from <http://www.sedl.org/pubs/tec26/intro2c.html>  Johnson, L., Smith, R., Willis, H., Levine, A., and Haywood, K., (2011). T*he 2011 Horizon Report.* Austin, Texas: The New Media Consortium. | | |
| TF – I. B | TF-1.B Attend Region 2 Educational Service Center’s Technology Conference. Attended hourly seminars on different technology available to assist in learning. | 11/2010 & 11/2011 | 12 hours |
| Reflection:  For Standard I.B. I attended the Educational Service Centers Regional Technology Conference for the past two years. “**Digital media literacy continues its rise in importance as a key skill in every discipline and profession.” (**Johnson, Smith, Willis, Levine, and Haywood, 2011, pg. 5) I felt by attending this conference it helped me stay as up to date with all aspects of technology. I could then pass this on to my co-workers and students. This was one of the best learning experiences throughout my internship. The conference is six hours long and features training seminars from many major educational technology companies every forty five minutes with several going on simultaneously. I learned a lot at each of these seminars, but the one put on by Discovery Education was the most informative. I learned about how to use Discoveryeducation.com and all of its functions. Before this I knew there were videos on the website, but that was it. After the training I had a good understanding of how to adopt it into my classroom. I also never knew how much different hardware and software is available for educational purposes. Since the conference, several of them have become part of my daily use to help better educate my students.  My approach to completing this activity and learning the most was to keep an open mind and consider other teachers at my school and how they could incorporate some of the technology I witnessed. “Rather than simply learning the basics of how to use a technology tool, teachers must learn how to use the tool to improve teaching and learning in their classroom.” (Jones, 2007, pg. 35) In a past class I had read that, “Despite strong indications that technology can help meet the needs of diverse groups of students, the potential remains unavailable to many teachers and students, lost in features that very few people know about.” (Duffiled & Wahl, 2005, pg. 9) After witnessing how many technologies our district already has and how little we know about them, I couldn’t agree more. My goal was to come back to school with several new ideas on how to incorporate currently owned software programs into our classes. I came back with much more. Many companies there were demonstrating technologies and software programs our district already has. During one of my classes I used this information to help other teachers incorporate more technology into their class. I measured my success by observing how much other teachers utilized what I showed them, and how much I personally increased my own technology use in class. When demonstrating some of these technologies to my colleagues, they had further ideas on how to adopt them into our curriculum. I took these ideas and shared it with others.  I learned a lot during this activity by taking notes and trying to duplicate what the instructors did when I got back to school. While this worked for me, I see many that have lower technological proficiency getting frustrated and quitting. In the future I plan giving myself more time to play with new technologies. This allows me to get a better understanding before I try to adapt them into my classroom curriculum. My interactions during this activity came from two other teachers I work with. One was my mentor and the other was the technology section leader from my school. We all attended most of the same seminars. This allowed us to discuss what we learned and whether it could be used at our school. In the future I plan on holding these same discussions with the same caliper of people. They understood the technology and how it could be adapted. Some of the things we learned I originally wanted to bring back to our campus, but they made me realize why it would not work with our staff. The biggest question I have now is, “How else can I see so many different technologies in one place?” If I want to stay up to date on the newest technologies available to educators is there only these conferences, or are there other ways to gain the same information?    References:  Johnson, L., Smith, R., Willis, H., Levine, A., and Haywood, K., (2011). The 2011 Horizon Report. Austin, Texas: The New Media Consortium.  Jones, E. (2007). Strategies to put instruction ahead of technology. *Principal Leadership*, 7(6), 35-38.  Duffiled, J., & Wahl, L., (2005). Using flexible technology to meet the needs of diverse learners: What teachers can do. Retrieved from <http://www.wested.org/online_pubs/kn-05-01.pdf> | | |
| **Subtotal** | |  |  | 15 |

**Appendix G: Internship Field-based Activities Summary Report and Validation**

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|  | | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard II. Planning and Designing Learning Environments and Experiences | | TF-II.A | Held professional development during staff meeting on how to use StudyIsland.com to address the diverse needs of learners | 1/2011 | 1.5 |
| Reflection:  To accomplish Standard II.A. I chose to create a professional development using StudyIsland.com. “Traditional sit and get training sessions without follow-up support has not been effective in preparing teaches to integrate classroom technologies.” (Mouza, 2002, pg. 273) Because of this I wanted to do something interactive with the teachers getting behind computers. I also understand that in regard to using new technology , “Teachers sometimes are concerned about such a shift: they worry about losing control, not fulfilling their role, or being seen as less effective by parents, principal, or supervisors.” (Sprague & Dede, 1999, pg7) I wanted them to leave confident in what they where learning. Studyisland.com is a software program our school had purchased that is great for differentiation. Before I taught this program I assumed teachers had already used the program since it was so good for differentiation. While holding this training I found out many had not. I also found out that many did not use it to differentiate learning, they just let kids get on and play games when they finished their work. The biggest piece of knowledge I gained was that if we do not give teachers actual lesson plans or concrete ways to adapt technology into the classroom, they will not use it. In the past I assumed that if we demonstrated a good software program, teachers would take the initiative and adopt it into their curriculum. I now know that most will not adopt software unless we give them an actual lesson to try with it. Once they see the software truly helps they will then spend time creating more lessons with it.  To complete this standard I had to take a look back to the training I held in December. I did not want to make the same mistakes. “Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.” (Southwest Educational Development Laboratory, 1999, pg. 1) My experiences from last time lead me to plan on some teachers having trouble. It also lead me to differentiate my instruction by planning on giving quick assignments at different levels. This allowed some to work on their own and while I helped others. I assessed my success in this assignment the same way as my other training sessions. I watch the teacher’s reactions and then look at how many have actual started using the software in their classrooms. My only interaction with colleagues during this standard was with my Mentor. I had asked her to help with addressing issues other teachers had and to review my plan to ensure it was covering all areas that StudyIsland.com could help with.  This training went better then the last time, but I still realized there is a long way for me to go. As a learner I have to continually keep an open mind and expect for some bumps in the road. I thought I had a very good training, but some teachers still had trouble and some got bored waiting for help. I am still not sure how to keep all teachers with such varying technology levels engaged. That is something I will need to talk about with some of the districts technology facilitators.  References:  Mouza, C. (2002/2003). Learning to teach with new technology: Implications for professional development. *Journal for Research on Technology in Education*, 35(2), 272-89.  Sprague, D. & Dede, C. (1999). If I teach this way, am I doing my job: Constructivism in the classroom. *Leading and Learning*, 27(1). Retrieved from International Society for Technology in Education at <http://imet.csus.edu/imet9/280/docs/dede_constructivisim.pdf>  Southwest Educational Development Laboratory, (1999), Learning as a personal event: A brief introduction to constructivism. Retrieved from http://ww.sedl.org/pubs/tec26/intro2c.html | | |
| TF-II.B | Work with 5th Grade Reading teacher in creating reading lessons using the Smart Board. | 11/2010  Met during 3 planning periods over 1 week period. Did research before each meeting. | 3.5 |
|  | Reflection:  ISTE standard II.B was completing by helping a fellow teacher gain a deeper understanding of her Smart Boards functions. The district provided training for the Smart board that was not interactive. “Traditional sit and get training sessions without follow-up support has not been effective in preparing teaches to integrate classroom technologies.” (Mouza, 2002, pg. 273) The activity taught to me to never underestimate a teacher’s abilities. After helping several other teachers with their Smart Boards I assumed most teachers only knew the basics. This time it was very different. This 5th grade reading teacher was very proficient in the use of technology. Because of this I had to do further research to demonstrate functions that she did not know of. I now know that when I meet with a teacher one on one, I must first determine their level of technology proficiency. I had never thought of that or had an issue with it before. I now know to keep a teacher engaged in what I am demonstrating, I need to be much more efficient than they are.  This experience was slightly different then many others. We met over three planning periods. After the first one I realized I must do a lot more research before we met again. I had to ensure that I was increasing her knowledge significantly, not just with basics. “Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.” (Southwest Educational Development Laboratory, 1999, pg. 1) To accomplish this, I spent more time then usual researching different ways to incorporate a Smart Board into E/LA instruction. I assessed my performance on this standard by talking with the teacher to ensure that I increased her knowledge. She already uses technology so I had to see how she took what I taught her and went to the next level with it. For this assignment I had to get some help from fellow classmates that where familiar with Smart Boards. I had emailed several about what I was doing and asked for suggestions. They gave me some good reference materials so I could do further research. This helped in developing several areas to cover during our sessions.  While completing this standard I leaned that I do well with getting basic ideas and researching further to build on them. “As we become increasingly overwhelmed by information, we must work hard to decide which information we are going to use, and which information we are going to ignore.” (Warlick, 2007, pg. 21) The teacher had some ideas, as did other colleagues I talked with. By taking these ideas and doing my own research, I came up with some pretty good lesson ideas. In the future I plan on always running ideas by others so I can get a broader area of ideas to implement. The interaction with this teacher will have a lot of influence on my future one on one trainings. The question I leave with is how do I best assess a teacher’s level of proficiency before I meet them?  References:  Warlick, D. (2007). Literacy in the new information landscape. Library Media Connection, 2(1), 20-21  Mouza, C. (2002/2003). Learning to teach with new technology: Implications for professional development. *Journal for Research on Technology in Education*, 35(2), 272-89.  Southwest Educational Development Laboratory, (1999), Learning as a personal event: A brief introduction to constructivism. Retrieved from http://ww.sedl.org/pubs/tec26/intro2c.html | | |
| TF-II.C | Have Students take the measurements from Paper Airplane Races and input them into Excel. Create a Graph that demonstrates what Paper Airplane Design flew the farthest. Three Classes at 1.5 hours each, over 2 days. | 10/2010 | 9 |
| Reflection:  For Standard TF.II.C I focused on how suitable Microsoft Excel would be for 5th graders to use. “Whether we like it or not, with the information age comes a whole new set of basic skills” (Armstrong and Warlick, 2004, p. 20) I felt that I needed to see how far I could push my students in regard to learning new technology that is applicable in the real word. I had previously used the lesson in Learning.com to teach them the basics of Excel. I needed to do a review on measurements and teach the student show to read graphs. Student’s where instructed to create paper airplanes for a distance contest. They threw their airplanes three times each and logged the data. The data was then entered into Excel so we could create graphs with it. The total assignment took 2 days of full class periods. It was done with three separate classes.  My biggest learning experience came from watching how quick students pick up technology. "Technology can be especially effective with at-risk and special needs students." (Pitler, Hubbell, Kuhn, & Malenoski, 2007) Most had reviewed Excel on Learning.com. When asked to actually use the program they picked it up extremely fast. Previously I had listened to many teachers who stated, “They don’t know how to do any of that stuff, they only know how to text and surf the internet.” I now know these teachers are mistaken. Students of today learn to understand technology at a much faster pace then us. This experience has led me to seeing how far I can push the students in learning new technologies.  When completing this standard I focused on the suitability. I have heard so many teachers use the excuse, “That is too advanced for my students.” I know how fast they learn and wanted to do this to demonstrate to other teachers that the students are much more tech savvy then they are giving them credit for. My main strategy was to incorporate several TEKS into one lesson along with a good internship activity. I learn through experience so with this standard I wanted to prove that the students could attain the level of competency I knew then had in them. I assessed myself by observing how well the students did with using Excel. I feel I was very driven to see the students succeed with this activity due to all the negativity I received when sharing it. As I previously mentioned, many thought the students would fail at the Excel part.  I feel the biggest thing I gained about myself as a learner is to not doubt my self as much when trying something new. I was worried the other teachers would prove me wrong, but the students where as successful as I was. In the future I feel that I will encourage my colleagues to push their students beyond what they think they can do when it comes to technology. The biggest question I am pondering at the moment is how much more technology can we teach the students and at how young of an age? I, “…represent the community’s best hope for its children’s future.” (Cassey, 2005, pg. 27) and I need to continually push them to the limits of the technological ability.  References:  Armstong, S., & Warlick, D. (2004). The new literacy: The 3Rs evolve into the 4Es. Technology & Learning, 25(2), 20-28  Cassey, J M. (2005). Practitioners Guide to Creating a Shared Vision. Leadership, 35(1), 26-29  Pilter, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using Technology with Classroom Instruction that Works. Alexandia, VA. Association for Supervision and Curriculum Development. | | |
| TF-II.D | Met with Special Education teachers and showed them how to incorporate Wordle.net and Voki.com into their lessons. | 10/2011 | 1.5 hour |
| Reflection:  For Standard TF-II.D I chose to work with the special education department at my school because, "Technology can be especially effective with at-risk and special needs students." (Pitler, Hubbell, Kuhn, & Malenoski, 2007) This department is always looking for unique ways to assess their students. I have used both wordle.net and voki.com to assess my students understanding of a subject. I thought this would help them, especially with the large number of Autistic students we have. I learned that they are not currently using technology anywhere near where they could. “The potential remains unavailable to many teachers and students, lost in features that very few people know about or the immensity of the Internet." (Wahl & Duffield, 2005, page 9) I also learned that Autistic children are very visual. Each of these websites is very visual and the autistic students get very in to them. Several emotionally disturbed students that normally refuse to do work got very excited about using these sites also. Previously I never knew that autistic children where so visual. I have several mildly autistic students. I was able to use this information to differentiate their instruction in my classroom with greater success.  I went into this activity with a very open mind. I new the Special Education department would be able to use these sites, but wasn’t sure exactly how in a special education setting. My main strategy was to show them the basics and then play on the sites with them. This allowed me to hear what they like and didn’t like and to get ideas on how to use these sites in a special education setting. I learn through listening and experiencing and this activity taught me a lot. To listen to the teachers share ideas on how to use the sites opened my mind a lot. This interaction between them and I increased my enthusiasm. I got very involved with helping them and expounding on their ideas.  As with other internship activities I realized I learn a lot through observations and discussion. I knew how to use the programs, but wasn’t that familiar with how to adopt them into a special education setting. “Traditional sit and get training sessions without follow-up support have not been effective in preparing teachers to integrate classroom technologies,” (Mouza, 2002) Because of the time constraints of Special Education they typically get these types of trainings sessions. By listening to them talk I gained a lot of information about their needs. This is another activity that demonstrated by playing with and talking about software with a group of people, ideas for its use flourish. The only worry or question I leave with is how to ensure they use what I showed them? This department is always very busy with ARD’s, behavior issues, etc. I don’t see how they will get the time to plan a lesson using these websites and teach the students how to use them.  References:  Pilter, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using Technology with Classroom Instruction that Works. Alexandia, VA. Association for Supervision and Curriculum Development.  Duffiled, J., & Wahl, L., (2005). Using flexible technology to meet the needs of diverse learners: What teachers can do.  Mousa, Chrystalla. (2003). Learning to Teach with New Technology: Implications for Professional Development , V35, 2. | | |
| TF-II.E | Held professional development during staff meeting on how to use StudyIsland.com to address the diverse needs of learners | 1/2011 | 1.5 |
| Reflection:  To accomplish Standard II.E. I chose to create a professional development using StudyIsland.com. This gave the teachers new strategies to manage student learning. “Traditional sit and get training sessions without follow-up support has not been effective in preparing teaches to integrate classroom technologies.” (Mouza, 2002, pg. 273) Because of this I wanted to do something interactive with the teachers getting behind computers. I also understand that in regard to using new technology , “Teachers sometimes are concerned about such a shift: they worry about losing control, not fulfilling their role, or being seen as less effective by parents, principal, or supervisors.” (Sprague & Dede, 1999, pg7) I wanted them to leave confident in what they where learning. Studyisland.com is a software program our school had purchased that is great for differentiation. Before I taught this program I assumed teachers had already used the program since it was so good for differentiation. While holding this training I found out many had not. I also found out that many did not use it to differentiate learning, they just let kids get on and play games when they finished their work. The biggest piece of knowledge I gained was that if we do not give teachers actual lesson plans or concrete ways to adapt technology into the classroom, they will not use it. In the past I assumed that if we demonstrated a good software program, teachers would take the initiative and adopt it into their curriculum. I now know that most will not adopt software unless we give them an actual lesson to try with it. Once they see the software truly helps they will then spend time creating more lessons with it.  My main strategy for creating this lesson was to look back at what worked and what didn’t work with the last training I held. “Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.” (Southwest Educational Development Laboratory, 1999, pg. 1) My experiences from last time lead me to plan on some teachers having trouble. It also led me to differentiate my instruction by planning on giving assignments at different levels. This allowed some to work on their own and while I helped others. I assessed my success in this assignment the same way as my other training sessions. I watch the teacher’s reactions and then look at how many have actual started using the software in their classrooms. My only interaction with colleagues during this standard was with my Mentor. I had asked her to help with addressing issues other teachers had and to review my plan to ensure it was covering all areas that StudyIsland.com could help with.  This training went better then the last time, but I still realized there is a long way for me to go. As a learner I have to continually keep an open mind and expect for some bumps in the road. I thought I had a very good training, but some teachers still had trouble and some got bored waiting for help. I am still not sure how to keep all teachers with such varying technology levels engaged. That is something I will need to talk about with some of the districts technology facilitators.  References:  Mouza, C. (2002/2003). Learning to teach with new technology: Implications for professional development. *Journal for Research on Technology in Education*, 35(2), 272-89.  Sprague, D. & Dede, C. (1999). If I teach this way, am I doing my job: Constructivism in the classroom. *Leading and Learning*, 27(1). Retrieved from International Society for Technology in Education at <http://imet.csus.edu/imet9/280/docs/dede_constructivisim.pdf>  Southwest Educational Development Laboratory, (1999), Learning as a personal event: A brief introduction to constructivism. Retrieved from http://ww.sedl.org/pubs/tec26/intro2c.html | | |
| TF-II.F | Met with 3rd Grade Teacher on how to incorporate StudyIsland.com into her lessons. Held previous trainings, but teacher needed continued assistance. | 3/2011  3 45 min planning periods. | 2.25 |
| Reflection:  “Simply putting computers in schools does not mean effective technology integration has occurred. Teachers must see the connection between new hardware and software and their educational applications in the classroom.” (Pitler, 2005, pg. 1) Completing this standard was a very important learning experience for me. I met one on one with a teacher that had already sat through one of my training sessions, but still did not understand the software. This teacher wanted to learn technology, but was intimidated and had very limited ability. She spent most of the training class I held frustrated that she couldn’t keep up with everyone else’s pace. She eventually gave up and just sat there. “As we become increasingly overwhelmed by information, we must work hard to decide which information we are going to use, and which information we are going to ignore.” (Warlick, 2007, pg. 21) This teacher was so overwhelmed she could do neither. During this activity I learned that not everyone can learn new technology in a group environment. Sometimes they are intimidated and they also cannot keep up with even the slowest training. They need to sit with someone one on one and discuss what is going on so they thoroughly understand the technology. Before working with this teacher I thought that everyone could learn during group training as long as I differentiated my instruction. In this case the teacher had lots of questions. She didn’t want to ask them because of a time frame. My personal experience while completing this task changed. I started out frustrated, assuming she was chatting and not paying attention. When I was done I felt very satisfied with how well she did. I also left with the feeling I cannot assume anything when it comes to teaching others.  To complete this task I went back to the basics. When meeting with the teacher I planned on starting with the most basic functions on how to operate the website. Once I could see she understood this, I started to demonstrate how StudyIsland.com could be used in the classroom. To assess how well this task went I had the teacher create a lesson and show it to me. Afterword I reviewed how I taught the original lesson and then how I worked one on one with her. The only interaction during this activity was with the other teacher. “If educators work together to plan their instruction and simultaneously plan ways to evaluate throughout the unit, they will develop a wide variety of interesting models.” (Solomon & Schrum, 2007, 169)  I learned that I had to be much more patient with her for the activity to be successful.  For this activity I had to listen to her concerns a lot. She was trying hard to understand the program, but her lack of technological abilities held her back. By listening and learning what she was looking to do with the technology, I was able to focus on what areas of the website to work with her on. In the future I plan on talking less and listening more. The concern I now have is how many teachers do not take the initiative and ask for help? They end up never using the software because they do not understand it and are afraid to ask for help. I would like to create a questionnaire that teachers can fill out after a professional development. The answers would give me a good idea if they understood the lesson or if they need more help.  References:  Pitler, H. (2005). McRel technology initiative: The development of a technology intervention program final report (Contract Number ED-01-CO-006) Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED486685) Retrieved from  <http://eric.ed.gov/PDFS/ED486685.pdf>  Warlick, D. (2007). Literacy in the new information landscape. Library Media Connection, 2(1), 20-21  Solomon, G., & Schrum, L. (2007). Web 2.0: New tools, new schools. Eugene, OR: International Society for Technology in Education. | | |
| **Subtotal** | |  |  | 19.25 |

**Appendix G: Internship Field-based Activities Summary Report and Validation**

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard III. Teaching Learning, and the Curriculum | TF-III.A | Broke students into groups of 3 and had them build a power point on Benjamin Banneker. They where given his name and no other information. They had to use the internet to research about him, take notes in Microsoft word, then build a Power Point on his life and accomplishments. This was then shown to the class as a presentation. Students had to operate Power Point during their presentations. Three 1.5 hour periods per day, over 3 days. Day 1 research, day 2 build power point, and day 3 presentations. Assisted students throughout. | 2/2010 | 13.5 |
| Reflection:  “Whether we like it or not, with the information age comes a whole new set of basic skills.” (Armstrong and Warlick, 2004, pg. 20) While implementing standard TF-III.A I used several different skill sets the students had. “To be prepared for the fast-paced, virtual workplace that they will inherit, today’s students need to be able to learn and produce cooperatively” (Pitler, Hubbell, Kuhn, & Malenoski, 2007, p. 139) This activity took place during Black History Month so I had them build a Power Point on Benjamin Banneker. My biggest learning experience was in how to allot time. When I first created the lesson I assumed the students would need one, maybe two days. But, this assignment took every minute of three and I had to tap into some minutes on a fourth day. I now leave my schedule flexible when giving the students an assignment with this many steps and different technologies.  To complete this assignment I had to be more flexible then planned. I really left a lot of the work up to the students. My strategy was to partner students according to their level of technological proficiency in groups of two or three with at least one extremely proficient in using technology. "Media production engages and excites; it leads to unexpected discoveries, increased self-awareness and esteem, sharpened critical thinking, analytical skills, group work skills, and ability to communicate ideas.” (Garrison, 2009) Students presented their Power Points to the classroom on the 3rd day. My only communication with colleagues during this task was about how to organize the student’s time. One of my co-workers made the suggestion of breaking the assignment down into several parts and to have them complete it like that. This was extremely helpful and helped organize the students.  While carrying out this task I learned that as a learner I need to always be flexible. This was the first time I gave the students an assignment of this size with so many different areas featuring technology. Throughout implementing this standard I got advice from one colleague who had experience with a larger project like this. The advice she gave me helped tremendously. In the future I will use this advice when create a lesson this large. The challenge I see in the future is how to break an assignment like this down for different grade levels. Next year I will be teaching Seventh grade. Those students have greater technology proficiency then fifth graders. If I give a similar assignment do I use different technologies or give them less time t o complete the same type of task?    References:  Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using technology with classroom instruction that works. *Alexandria, VA: Association for Supervision and Curriculum Development*.  Armstrong, S., & Warlick, D. (2004). The new literacy: The 3r’s evolve into the 4e’s. *Technology & Learnin*g, 25(2), 20-28.  Garrison, A. (1999 Winter) Video basics and production projects for the classroom. *Center for Media Literacy.* Retrieved from <http://www.medialit.org/reading-room/video-basics-and-production-projects-classroom> | | |
| TF-III.B | Utilize different reading level assignments available in StudyIsland.com for after school Reading tutoring. Students where assigned online curriculum based on their reading level. Was used on 6 separate occasions for 1 hour tutoring. | 3/2010 | 6 |
| Reflection:  During the 2010-2011 I tutored Reading after school twice weekly. For this standard I dedicated 6 tutoring days to differentiating reading instruction using StudyIsland.com. “Teachers must see the connection between new hardware and software and their educational applications in the classroom.” (Pitler, 2005, pg. 1) StudyIsland.com is a new online program that helps differentiate lessons in many subjects by student’s levels. I needed to demonstrate how it could be applicable in the classroom. I assigned the students reading assignments at their reading levels and than increased as the tutoring classes went on. "Today's students are no longer the people our educational system was designed to teach." (Prensky, 2001, pg. 1) I felt that by creating a lesson using technology with a small teacher to student ratio, I would be able to better help the students and teach them in a way they enjoy being taught. During this activity I learned that by focusing on just a few students teachers can achieve great results. There were typically 6-8 students in the class. This allowed me to spend a lot of time with each of them. Their reading levels went up tremendously because of this, more in the 6 sessions then in several months of a reading class. Before I did this I thought that as long as you differentiate in class, the students will progress. Now I know that some need a lot more than that. They need someone over their shoulder, encouraging them, and offering help the moment it is needed. My personally experience with this lesson was very satisfying and eye opening. In the future I plan on doing more stations in my lessons. This allows me to focus on a small group of students for a set time period.  For the completion of this standard I consulted with another teacher who has a Masters Degree in Reading and with my site mentor. My site mentor is the most proficient user of StudyIsland.com in the school. My main strategy was to use their advice and to focus on a small group of students so I can better monitor any improvement. As a learner I sometimes need to take notes on what works. I may never use them, but when I write things down I remember them better. I assessed myself by measuring the reading levels of the students from start to finish. I also asked for feedback from my site mentor. This helped me stay focused and address any issue I saw immediately.  This activity, along with many others, again demonstrated that I learn a lot by observing and listening. I went a step further with this one by taking lots of notes. In the future I plan on taking notes on other teacher’s advice when I get it. In the past I have forgotten a lot. Since I took notes this time, I had much better success. The challenge I see in my future is trying to create more lessons that utilize stations. I do not have a lot of experience here and will need to get advice from others that have successfully done them. “If educators work together to plan their instruction and simultaneously plan ways to evaluate throughout the unit, they will develop a wide variety of interesting models.” (Solomon & Schrum, 2007)    References:  Solomon, G., & Schrum, L. (2007). Web 2.0: New tools, new schools. Eugene, OR: International Society for Technology in Education.  Pitler, H. (2005). McRel technology initiative: The development of a technology intervention program final report (Contract Number ED-01-CO-006) Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED486685) Retrieved from <http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED486685&ERICExtSearch_SearchType_0=no&accno=ED486685>  Prensky, M. (2001). Digital natives, digital immigrants: Part 1. On the horizon, 9(5), p. 1. |  |  |
| TF-III.C | All students read a biography in Reading class. Students where instructed to create a Power Point using a rubric for a final report on the biography they read. 1 student that is very advanced in using technology was instead told to use Microsoft Movie Maker to create a video interview of their subject. | 12/2011 | 1.5 |
| Reflection:   “One of the key purposes of school was to lead as many kids as possible out of the intellectual darkness into the intellectual light.” (Prensky, 2008 pg. 41) This quote backs what is still happening today in schools. With the varying levels of student abilities at each grade level, many times the more advanced are still being left in intellectual darkness because the teachers do no know how to challenge them. We, “…represent the community’s best hope for its children’s future.” (Cassey, 2005, pg. 27) and we need to focus attention on all levels of students, not just lower performing ones. That is exactly what I did for this activity. The standard states, “Use technology to demonstrate students’ higher-order skills and creativity.” I have one student who is very advanced in dealing with technology. My class had just read a biography and for an assessment I had them create a power point on their subject. My advanced student wanted to do something more. While others where working I taught him to use Movie Maker. He then went on to create an awesome movie acting out the parts of interviewer and interviewee. I learned during this activity that when you set a student free to use their own creativity, they can create amazing products. Before I had thought that students would not be able to use other parts of a software program on their own, unless I taught them. This student got the basics of movie maker down and then ran with the rest of the program. I learned that sometimes I may hold students back by not letting them run free with software program. In the future I plan on creating more differentiated lessons where advanced students are allowed more freedom and can work to their full potential.  When approaching this standard I kept an open mind and forced myself to let go control of my student. “Teachers sometimes are concerned about such a shift: they worry about losing control, not fulfilling their role, or being seen as less effective by parents, principal, or supervisors.” (Sprague & Dede, 1999, pg7) I am one of those teachers when it comes to computers. I am normally over the students shoulders monitoring what they are doing. With this student I let him just work on his own and offered help if he needed it. During this activity I learned that sometimes I need to let go of control. Whether it is during a training session with teachers or a classroom lesson, sometimes the students need space to express their creativity. The only way I could assess myself during this activity make sure I let him run free with the software and not have any input on his creativity. The end product the student created was amazing and that let me know I did a good job. During this activity I had very little contact with colleagues. I let my mentor know what I did and then gave her the results.  Again, as with many other activities, I learned by observing and being open minded to other ideas. I have my own ways of doing things, but sometimes to learn more I need to be open to new methods. In the past most teachers have told me to maintain total control and keep all students at the same pace when in a computer lab. I now know this is one of the best places to differentiate learning and to set students free to express their creativity. When I was finished with this activity I could not stop thinking about how to do this more often. I now face the challenge of giving more students creative freedom in more of my lessons and assessments.  References:  Prensky, M. (2008). Turning on the lights. *Educational Leadership*, 65(6), 40-45  Cassey, J M. (2005). Practitioners Guide to Creating a Shared Vision. *Educational Leadership*, 35(1), 26-29  Sprague, D. & Dede, C. (1999). If I teach this way, am I doing my job: Constructivism in the classroom. *Leading and Learning*, 27(1). Retrieved from International Society for Technology in Education at <http://imet.csus.edu/imet9/280/docs/dede_constructivisim.pdf> | | |
| TF-III.D | Teach Students how to utilize discussion boards on Echalk. Reserved Library computer lab. Had students comment on their favorite book every read. Then they had to comment on two other student’s post. Three 45 minute classes. | 9/2011 | 2.75 |
| Reflection:  “The challenge to us as educators lies in keeping up with an information environment that has changed dramatically in the past 10 years, a decade during which the very nature of information has changed in appearance, location, accessibility, application, and communication” (Armstrong & Warlick, 2004, pg. 20) Online discussion boards are a great way for students to communicate and gain new information. For standard TF.III.D I had students access my class website discussion board and start a discussion on their favorite book. Discussion boards are available to us, but are barely used by teachers. I have read that, “To be prepared for the fast-paced, virtual workplace that they will inherit, today’s students need to be able to learn and produce cooperatively” (Pitler, Hubbell, Kuhn, & Malenoski, 2007, p. 139) Discussion boards are great to start students communicating with technology and working in groups to produce a product. During this exercise I learned that students stay much more focused when doing a project involving socialization and technology. I know they love texting and face booking, but never thought they would get so involved in something as simple as a couple discussion board postings. Since this assignment I have started assigning discussion board based homework. I have noticed that many more students do this type of homework versus a worksheet. They actually look forward to getting online and seeing what others posted.  My strategy for myself and the students was to try to step back and start a very simple discussion, “What is your favorite book and why”. I was very concerned at first that the students would post inappropriate things. That never happened and they turned out to be very into this. I took their enthusiasm for the assignment and their level discussion board postings as a sign of success. My main interaction with a colleague during this assignment was with one of our librarians. She has been involved in education for over 30 years and is very strict with the students. She did not like the idea of me letting them communicate over the internet. She assumed something bad would be posted somewhere and that would ruin the lesson. This made me want to prove her wrong and to demonstrate that the students can create meaningful discussions if we let them.  "Today's students are no longer the people our educational system was designed to teach." (Prensky, 2001, pg. 1) While completing this activity I learned that students, when allowed some freedom using technology, can do very well. They thrive in this type of educational setting. As a learner I know I need to not always listen to my pears and to go out on a limb when it comes to introducing students to new technologies. In the future I plan on interacting with colleagues that have more experience introducing students to new technologies. I realized that many senior teachers do not trust the students with technology and thus do not allow them to use it to its fullest potential. I am not challenged to create more lessons using technology and online interaction for the students.  References:  Prensky, M. (2001). Digital natives, digital immigrants: Part 1. *On the horizon*, 9(5), p. 1.  Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using technology with classroom instruction that works. *Alexandria, VA: Association for Supervision and Curriculum Development.*  Armstrong, S. & Warlick D. (2004, September). The New Literacy: The 3Rs Evolve into the 4E’s. *Technology & Learning*,  25 (2), 20. | | |
| TF-III.E | Use Learning.com to teach 5th grade students the basic functions of Microsoft Excel. Three 1.5 hours periods. Different classes. | 10/2010 | 4.5 |
| Reflection:  “Simply putting computers in schools does not mean effective technology integration has occurred. Teachers must see the connection between new hardware and software and their educational applications in the classroom.” (Pitler, 2005, pg. 1) This is an issue we have in our school district with our online technology textbook, Learning.com. It is there, but rarely used. After learning how it worked I decided to implement it into my class for standard TF.III.E. For this activity the students learned the basics of Microsoft Excel by using the program. During the activity I learned that while students are very good at using a lot of technologies, they lack the ability to use productivity software. Before I gave this lesson I assumed that students would be able to pick this up quick that they have with creativity tools such as Power Point. This was not the case. It took much longer for them to learn and I had to help them more then usual. My personal experience while implementing this standard was that of slight frustration. I had witnessed the students pick up creativity software very quickly. Their lack of motivation and willingness to explore the program became very frustrating. In the future I plan on allowing more time to learn about productivity software and to mentally plan on them taking more time to learn it.  “One of the key purposes of school was to lead as many kids as possible out of the intellectual darkness into the intellectual light.” (Prensky, 2008 pg. 41) I feel that while we have come a long way in using new technology in the classroom, we are still leaving our students in the “intellectual darkness” when it comes to using productivity software. When creating this activity, my strategy was to allow Learning.com to do most of the teaching (it is very interactive) while I gave guidance. I ended up having to give the students a lot of help. I evaluated my success during this assignment by how smooth the lesson went and how well the students understood Excel at the end. I feel I did not perform well. I did not plan on the students needing so much help and I got frustrated and flustered. My collaboration with colleagues came mostly after the lesson was complete. “If educators work together to plan their instruction and simultaneously plan ways to evaluate throughout the unit, they will develop a wide variety of interesting models.” (Solomon & Schrum, 2007)  I wish I would have followed this quote for this activity. I called a Technology Facilitator I know and asked her how other teachers have successfully adopted Learning.com into their classrooms. She explained several steps to me and gave me ideas for future lessons. While this did not help my performance this time, I now have a better idea of how to complete my next lesson on Learning.com.  On this activity I should have been more of a learner then a planner. I learn a lot by reading and asking advice from others. On this assignment I tried to go on my own without others and I was not satisfied with the result. Next time I need to learn from others experiences before I try something like this. When I finished this activity I was realized I must do research on how people have successfully adopted Learning.com into their lesson plans. I have a training coming up for the teacher in my school on Learning.com. If I had this much trouble my first time, how much are they going to have?  References:  Solomon, G., & Schrum, L. (2007). Web 2.0: New tools, new schools. Eugene, OR: International Society for Technology in Education.  Pitler, H. (2005). McRel technology initiative: The development of a technology intervention program final report (Contract Number ED-01-CO-006) Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED486685) Retrieved from <http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED486685&ERICExtSearch_SearchType_0=no&accno=ED486685>  Prensky, M. (2008). Turning on the lights. Educational Leadership, 65(6), 40-45 | | |
| **Subtotal** | |  |  | 28.25 |

**Appendix G: Internship Field-based Activities Summary Report and Validation**

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard IV. Assessment and Evaluation | TF-IV.A | 5th Grade students built Power Point Presentation on the three main types of rocks, how they are formed, and how the “Rock Cycle” works based on a rubric. Took 2 days with three 1.5 hour classes per day. | 4/2010 | 9 |
| Reflection:  “Whether we like it or not, with the information age comes a whole new set of basic skills.” (Armstrong and Warlick, 2004, pg. 20) One of those skills is communicating using technology. “To be prepared for the fast-paced, virtual workplace that they will inherit, today’s students need to be able to learn and produce cooperatively” (Pitler, Hubbell, Kuhn, & Malenoski, 2007, p. 139) I know that, "Media production engages and excites; it leads to unexpected discoveries, increased self-awareness and esteem, sharpened critical thinking, analytical skills, group work skills, and ability to communicate ideas.” (Garrison, 2009) This is why I had the students work in cooperative groups creating a Power point on geology concepts we had just learned bout in class. Students were very familiar with Power Point now so I did not have to give them that much technical instruction. I also did not give them a rubric. I told them to create a power point that will teach all the major concepts we just covered in class. I learned that when a concept if fresh on a students mind and you allow for creativity to explain it, they can do amazing things. Before I always gave plenty of structure when giving assignments like this. After this experience I now know that I can give them freedom to create a product if they have a basic of what is expected. My personal experience during this assignment was that of being very impressed and feeling good about the lesson. I let them use technology for me to assess them and the results where very good.  I approached this activity as more of a test. I wanted to see what the students would create if I gave them minimal expectations. My strategy was to stay back and let them help each other. They had used Power Point enough now that I was confident in their ability and we had spent several weeks on Geology so I knew it was fresh on their minds. I assessed my self by how much I had to help them. My goal at the beginning of the year was for them to being producing well laid out Power Points by the end of the year, and this was the test. I felt pretty confident in myself and my students during this activity so the only communication with colleagues was with my site mentor. I let her know what I was doing, which she was very excited about, and told her I will let her know how it worked out. We met afterword and discuss what I had done up to that point to make the students so proficient. This was a great way to assess what I had done that made me successful with this activity.  During this assignment I learned that with time and patience, we can teach students to have a high level of technology proficiency. I also learned that by reflecting on what led up to this point, I can learn a lot. My only interaction with colleagues during this assignment was at the end. We assessed what I did all year to get the students to this level. I feel I need to do more of this in the future so that I can increase my own performance and that of my students. The challenge that comes to mind is how to document my reflections so that I can use that information in the future.    References:  Pitler, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using technology with classroom instruction that works. *Alexandria, VA: Association for Supervision and Curriculum Development*.  Armstrong, S., & Warlick, D. (2004). The new literacy: The 3r’s evolve into the 4e’s. *Technology & Learnin*g, 25(2), 20-28.  Garrison, A. (1999 Winter) Video basics and production projects for the classroom. *Center for Media Literacy.* Retrieved from <http://www.medialit.org/reading-room/video-basics-and-production-projects-classroom> | | |
| TF-IV.B | Imported student’s TAKS and Benchmark results into Microsoft Excel. Used data to create a tutoring program with other 5th Grade teachers. Took 4 planning periods. | 12/2010 | 3 |
| Reflection:  “As we become increasingly overwhelmed by information, we must work hard to decide which information we are going to use, and which information we are going to ignore.” (Warlick, 2007, pg. 21) Excel is a great way to organize information we receive as teachers. For standard TF-IV.B I decided to use Microsoft Excel to organize several years of TAKS data on my students. While completing this activity I learned two important things. The first is that it is much easier to view and organize the data in Excel then using the software programs the districts provides. The second thing is that many teachers want to learn how to organize there data better. In the past I had the impression that many teachers were afraid of technology. This is based on witnessing how it is used in the classroom. I now know that many want to learn more about technology to improve their job functions. Once they learn this they will feel more confident introducing technology to their students. My personal experience with this assignment was very that of having my eyes opened and gaining enthusiasm to help other teachers.  My approach for this activity was to put together lots of data in a way that I could make better use of it. On this activity I learned that it is much easier to organize data using productivity tools like Excel then I originally thought. As a learner I need to keep updating my knowledge of the functions of basic productivity software to improve my performance. My only assessment for this activity was completing it. Once I had all the information put in Excel and I was able to view and understand it, I knew I had done a good job. There was a lot of interaction with colleagues during this activity. We meet often to review test scores, so when I showed up with some spreadsheets with graphs, my colleagues where very excited. They also wanted to know how to use excel better to organize all the data thrown at us. “…you can change teachers’ thinking about something without changing what those teachers do in classrooms” (William, 2007-2008, p. 39) I feel this demonstration of the use of productivity tools in the classroom changed how fellow teachers thought about them. My interactions with them gave me more drive to explore deeper into Excel and to determine what functions we could use as teachers.  During this assignment I gained a lot of knowledge on how to use Excel in my current job. As a leaner, when using new technology, I learned I need to give myself time to play with a program to learn all of its functions. Then I need to step back and contemplate how it can help me in the classroom. Because of the reaction I witnessed from my colleagues when I presented the data to them in this format, I feel I need to research other productivity software to use in the future. My challenge is going to be figuring out what software we can use as a school and how. “Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.” (Southwest Educational Development Laboratory, 1999, pg. 1) One of my goals now is to figure out what tools can help us organize our data so we can learn more about our students.      References:  William, D. (2007-2008). Changing classroom practice. *Educational Leadership*, 65(4), 36-41.  Warlick, D. (2007). Literacy in the new information landscape. Library Media Connection, 2(1), 20-21  Southwest Educational Development Laboratory, (1999), Learning as a personal event: A brief introduction to constructivism. Retrieved from http://ww.sedl.org/pubs/tec26/intro2c.html | | |
| TF-IV.C | Meet with Reading department about current software used to evaluate students. Discuss past successes and failures. Offer new options using technology. Done before the first week of school upon my transfer to Kaffie Middle School | 8/2011 | 1.5 |
| Reflection:  “Whether we like it or not, with the information age comes a whole new set of basic skills” (Armstrong and Warlick, 2004, p. 20) I needed to see what the skills where of my new department and how I can assist them in assessment. I was displaced at the end of the 2011 school year to a Middle School. I am teaching 7th graded Reading. In the Elementary setting we used several programs to assess students reading performance. We were also a Title I school so we had purchased several software programs outside of what is normally used in the district. As an introduction at my new school I sat with the reading department and we reviewed what programs they have and compared them to what I used at my previous school. I then also demonstrated how to assess reading using several online methods. While completing this standard I learned that Middle School Reading assessment programs using technology are the same as we had in Elementary school. I also learned that this is all that was being used by the teachers and the students where bored and not engaged with it. Before I attended this meeting I assumed that teachers where doing more with different online programs to assess the students abilities. After this meeting I realized that is not happening. Because of this I spent a majority of the time instructing them how to use several online mediums to assess students. These included Wordle.net, Voki.com, Animoto.com, and I also gave them some ideas on how to incorporate Microsoft programs into their curriculum. My personal experience with this activity was the feeling that I can truly help the Reading department. They where very interested in what I was showing them and had very well thought out questions. Many stated they feel overwhelmed sometimes with all the software that is demonstrated to them. This would support the following statement, “ As we become increasingly overwhelmed by information, we must work hard to decide which information we are going to use, and which information we are going to ignore." (Literacy in the New Information Landscape, David Warlick, pg. 21) I feel my presentation gave them information they could use.  My approach to this activity was to be open minded and to get an idea of what my new department was looking for in the use of technology for assessments. I had planned several ideas to show them, but also wanted to learn about what they where doing. “Traditional sit and get training sessions without follow-up support have not been effective in preparing teachers to integrate classroom technologies,” (Mouza, 2002). My plan was to demonstrate different programs and then let them know I can help them during my planning time. It would not just be a “site and get” training session with me. I would be available to assist. I learn best through observing and because of this I did a lot of listening during this meeting. I got a good idea of what they were looking for and then offered more suggestions. I assessed myself by monitoring the attention the teachers where paying to the lesson. I also assessed myself the type of questions and suggestion teachers had during and after my presentation. My interaction for this assignment was two fold. I had talked with a student from Lamar that is also an E/LA teacher. She gave me some suggestions as to what she used. I also had a lot of discussion during the meeting with the Reading Department staff. My goal was to see what they where looking for. I learned about and was also able to determine the different member’s technology proficiency through discussion.  With this activity I learned a lot through listening and observing. This is something I am working on doing more of. When I am introducing something I normally talk the whole time. The internship activities are teaching me to listen more so I can learn more about what teachers want in technology. The interactions from this meeting have caused me to do further research. I am currently looking into other methods used to assess reading performance. This will be something I am working on in the near future. My challenge is to find a program that all the teachers can use no matter what their technological proficiency is.  References:  Armstong, S., & Warlick, D. (2004). The new literacy: The 3Rs evolve into the 4Es. *Technology & Learning*, 25(2), 20-28  Warlick, D. (2007). Literacy in the new information landscape. *Library Media Connection*, 2(1), 20-21  Mousa, Chrystalla. (2003)*. Learning to Teach with New Technology: Implications for Professional Development* , V35, 2. | | |
| **Subtotal** | |  |  | 13.5 |

**Appendix G: Internship Field-based Activities Summary Report and Validation**

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| --- | --- | --- | --- | --- |
|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard V. Productivity and Professional Practice | TF-V.A | Enrolled in Stetson Online Course on Co-Teaching in a classroom through CCISD’s online professional development portal. | 1/2011 | 3 |
| Reflection:  Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.” (Southwest Educational Development Laboratory, 1999, pg. 1) For this standard I used an online interactive lesson as a tool and resource. Recently CCISD partnered with Stetson Online Learning to offer all employees in the district several online courses. I chose to take on one Co-Teaching in the classroom. The biggest learning experience for me was in regard to how Co-Teaching is broken down. There are three main areas and teachers must work together in each of these if they are to be successful in the classroom. Before I took this course I didn’t realize how much more goes into co-teaching and how many problems could arise if certain steps are not followed. Each teacher has to have set roles in the classroom and each need to do their part for it to be successful. "Teacher learning communities appear to be the most effective, practical method for changing day-to-day classroom practice" (Heritage, 2007, p 39) One very important point I saw stressed over and over was, “joint planning and resource development, together with mutual observation and learning from each other” (Joyce & Showers, 2003, p. 1) is very important to the success of the o-teaching relationship. When I finished the training I felt that I knew a lot more then beforehand. I also felt like I had done many things correct when I have co-taught in the past with a special education teacher.  To complete this activity I had to first preview the whole program. I then created a time frame that I would like to finish in. My final approach was to break the amount needed to be done down to fit into my timeframe. I learn by listening and taking notes. For this program I took notes even though I could go back and review the material. When I write things down I remember them better. For this assignment there was no interaction with my colleagues. I did the work in my classroom after hours on the computer.  This class was made to be easy for people to follow. As a learner I need to take notes to remember things. This was no different, even tough it was 100% online. In the future I will always take notes even when I can review the information again on the website. In the many colleagues have stated how hard it is to learn online. I personally find it easier then listening to someone lecture. In the future I will continue to complete online professional development. Now that I have finished this task, my only challenge is encouraging our special education teachers to also take the same course. We co-teach with them and they need to hear what this program teachers.  Reference:  Southwest Educational Development Laboratory, (1999), *Learning as a personal event: A brief introduction to constructivism*. Retrieved from http://ww.sedl.org/pubs/tec26/intro2c.html  Joyce, B., & Showers, B. (2003). Student achievement through staff development. *National College for School Leadership*, 1-5. Retrieved on June 11, 2011, from<http://forms.ncsl.org.uk/mediastore/image2/randd-engaged-joyce.pdf>  Heritage, M. (2007, October). Formative assessment: what do teachers need to know and do?. *Phi Delta Kappan*, 89(2), Retrieved from http://www.pdkmembers.org/members\_online/publications/Archive/pdf/k0710her.pdf | | |
| TF-V.B | Meet with Library/Technology Section leader and discuss my use of district supplied technologies and what else is available. Analyze what has been successful and what has not. Also get feedback on other technologies that I am not currently using. | 1/2010 & 5/2010 | 1.5 |
| Reflection:  Standard TF-V.B asks us to evaluate and reflect and that is exactly what happened. For this activity I met with our Librarian, who is also the Technology Section Leader for the school on two separate occasions. The first time was recently after my second professional development held during a staff meeting. The second time was at the end of the school year. My goal was to get an honest critique of how I am doing and what she has seen other teachers use in the computer lab that I have shown them. I learned that many teachers are implementing the programs I taught about. Both StudyIsland.com and Learning.com have been used to help the students in a variety of subject areas. She also stated that some teachers are using portions of the software that I did not teach them. This was very encouraging considering that they taught themselves after I demonstrated the basics. “Rather than simply learning the basics of how to use a technology tool, teachers must learn how to use the tool to improve teaching and learning in their classroom.” (Jones, 2007, pg. 35). Before our meeting I honestly wasn’t sure how many teachers were actually using these programs. I now know that many are and that gave me a very good feeling.  When I approach the Librarian about meeting my goal was to get an honest critique. “Traditional sit and get training sessions without follow-up support have not been effective in preparing teachers to integrate classroom technologies,” (Mouza, 2002).  That is why with the trainings I held, I had all the teachers using computers in a way they could actually use them in class. I wanted to know how I did with the trainings and if they worked. I found out that they did work and what the way I demonstrated the programs and had the teachers use them helped a lot. I learned that I am making some good decisions on how I hold professional development and that what I am learning at Lamar University is working. This interaction has greatly increased my confidence for future trainings. I now need to study more features of these programs so I can ensure that the students get the best benefit from them.  The biggest issue I gained about my own learning was that many of the ideas I come up with after our readings and discussion boards work well. This has influenced my future planning and lessons. I now have a confidence I did not have when I first started this program. This activity has demonstrated how important feedback from colleagues is and I plan on getting more of it from a greater number of peers in the future. I am now eager to teach more to my coworkers. “Economic pressures and new models of education are presenting unprecedented competition to traditional models of schools.” **(**Johnson, Smith, Willis, Levine, and Haywood, 2011, pg. 5) I feel by encouraging more teachers to use technology, we can create new financially feasible models that truly help our students. My only challenge is finding the time to do it.  References:  Mousa, Chrystalla. (2003). Learning to Teach with New Technology: Implications for Professional Development, V35, 2.  Jones, E. (2007). Strategies to put instruction ahead of technology. *Principal Leadership*, 7(6), 35-38.  Johnson, L., Smith, R., Willis, H., Levine, A., and Haywood, K., (2011). The 2011 Horizon Report. Austin, Texas: The New Media Consortium. | | |
| TF-V.C | Create a Power Point Presentation that analyzes TAKS results of current students. Offer suggestions for tutoring lower scoring students, demonstrating what has and has not been successful in previous years. 4 hours to create. 30 minutes to present | 2/2010 | 4.5 |
| Reflection:   “Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.” (Southwest Educational Development Laboratory, 1999, pg. 1) For this standard I chose to use a productivity tool, the resources of past TAKS scores, and the experiences of our tutors to help the teachers become more productive at work. The hardest part of this assignment, and one I didn’t plan for, was just collecting the data. It took a little over 4 hours to get all the data, talk with tutors, and create a Power Point. My biggest learning experience came from learning what does and what doesn’t work in tutoring. There where several things activities happening during tutoring that did not help the students. Before I did this I was sure we were doing the best we could. After the presentation many of the other teachers realized what they could do to tutor more effectively. This helped me reorganize what I do with the students during tutoring sessions.  The planning of this activity took the longest. My strategy was to gather TAKS data, talk with the tutors, document what we were doing, create the power point, and then present. It took a while to get everything together and the presentation was quick, but received very well by the audience. The reaction of everyone in the meeting and the questions that came up let me know that I did a good job and that we had a clearer idea of where we needed to go. My interaction with colleagues was mainly with school staff. The teachers got very excited about seeing so much information in one place. We always view TAKS data and we always talk about how we are tutoring, but we never broke it down like it was for this activity. “…we must work hard to decide which information we are going to use, and which information we are going to ignore.” (Warlick, 2007, pg. 21) This activity gave us good information that could not be ignored.  I had used Power Point in the business world, but never to present TAKS data. I learned that when data is presented in this form it is easier for others to understand. I also learned a lot by creating the Power Point. “…one of the most critical reasons to engage in research on your practice… is to untangle some of the great complexities inherent in your work.” (Dana, 2009, pg. 73) This activity broke down the work we had been doing and assisted us in creating a better tutoring plan. In the future I plan on paying more attention to the data I am collecting as I collect it. I did not on this and didn’t realize what I had until it was all organized. The reaction I received from my peers encouraged me to start organizing more data like this. It opened our eyes and helped us better address student needs. The biggest challenge I face is doing this several times a year. I put a lot of time and effort into it because it had to do with my education. If that pressure wasn’t there, I do not know if I would have been able to find and take the time to put all this together.    References:  Warlick, D. (2007). Literacy in the new information landscape. Library Media Connection, 2(1), 20-21  Southwest Educational Development Laboratory, (1999), Learning as a personal event: A brief introduction to constructivism. Retrieved from http://ww.sedl.org/pubs/tec26/intro2c.html  Dana, N.F. (2009). *Leading with passion and knowledge: The principal as action researcher*. Thousand Oaks, CA: Corwin Press. | | |
| TF-V.D | Utilize district supplied class website to communicate with students and parents. Post all assignments, lesson plans, and documents related to the lesson on the website. Direct parents to the website when calling home. 1 hour per week to update. | Started 12/2011 till end of 1/2012 | 7 hours |
| Reflection:  **“Digital media literacy continues its rise in importance as a key skill in every discipline and profession.” (**Johnson, Smith, Willis, Levine, and Haywood, 2011, pg. 5) By creating a class website, we are not only helping our students become more digitally literate, but also our co-workers and our student’s parents. I chose to use the management of my class website for standard TF-V.D. Since the subjects I teach where changed in October of 2011, I did not have this class website available until December 2011. My biggest learning experience came from how many parents actually use the site and information when it is available. One of the articles I have read stated, “Many positive benefits from increased parent involvement also exist for the school.”(Pena, 2001, pg. 42) “Such involvement is valued as a means to generate both needed resources to support school improvement efforts and students’ learning, as well as community support for educational expenditures and school referendums.” (Sanders & Lewis, 2005, pg. 1)  Several times I have sent home projects for homework only to receive a bunch of phone calls from parents that do not remember that much on the concept. They where trying to help their children, but could not due to their lack of knowledge. On my website I have put up many of the Power Points I have students take notes on. This has helped parents better help their children. Before the site was up I assumed that many parents would not use it in this way. This has personally helped me tremendously in managing my time. I no longer have to spend a couple hours a week instructing parents on a concept, I can just send them to my website to view the Power Point.  To complete this assignment I had to set aside one hour per week. I chose to use Fridays and add one hour extra to my planning time for the following week’s lessons. This way I could create the lesson and then spend an hour updating my class websites. I teach Reading and Science so this gave me 30 minutes per each site. I assessed myself by making this a priority. I caught myself many times procrastinating and not wanting to do it. After 3 weeks I got to the point where I automatically updated my website. This is when I knew I was successful with this standard. While working on this I talked with several staff members at my school and my classmates at Lamar as to how they set time aside to make sure it is always updated. Many had suggestions. I ended up listening to our campus technology representative when she told me to always dedicate 1 hour after planning to do it.  My biggest revelation during this standard in regard to how I learn was that I need to talk get advice from others when it comes to time management. I am not very good at it and have trouble creating methods on my own. Several more experienced teachers gave me ideas on how to set standards on my time to ensure specific items got finished. This advice helped me a lot in all areas of my job. In the future my biggest challenge is to become more time efficient in other areas of my career.  References:  Johnson, L., Smith, R., Willis, H., Levine, A., and Haywood, K., (2011). The 2011 Horizon Report. Austin, Texas: The New Media Consortium.  Pena, D. (2001). Parent involvement: Influencing factors and implications. *The Journal of Educational Research*, 94(1), 42.  Sanders, M., & Lewis, K. (2005. Building Bridges toward excellence: Community involvement in high schools. The High School Journal, 88(3), 1-10. | | |
| **Subtotal** | |  |  | 16 |

**Appendix G: Internship Field-based Activities Summary Report and Validation**

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VI. Social, Ethical, Legal, and Human Issues | TF-VI.A | Students created a report in Microsoft Word about S.O.P.A. (Stop Online Piracy Act). All information had to be sited with the proper references. Took 2 days. Three 45 minute classes per day. | 1/2012 | 4.5 |
| Reflection:  “Whether we like it or not, with the information age comes a whole new set of basic skills” (Armstrong and Warlick, 2004, p. 20) One of these skills is knowing how to properly site copyrighted work. “Today, public schools are caught between the proverbial rock and a hard place.” (Sanders & Lewis, 2005, pg. 1) We want the students to use more technology and we want to them to use ethics while doing it. But, many are not educated enough to use technology with the proper ethics. I have noticed a significant problem in my class with students stealing copywriting work from online. Very close to the end of my internship the perfect opportunity came available for me to teach the students online ethics. Several students had been speaking about the Stop Online Piracy Act (S.O.P.A.). I decided to use a few computer lab days to educate the students on the Act and to teach them basics of using copyrighted materials they retrieve online. I learned that 7th grade students are absolutely clueless to the word copyright. A few out of almost 80 knew some information, but the majority did not know many of the things they where doing online were illegal. Before I taught this lesson I figured that the students had a rough idea about copyrighting and they understood that you cannot steal something someone else created. I leaned many do not and worst off, many do not care they are stealing someone else’s material. They felt like it should be free. My personal experience went from being eager to teach them to frustration due to the student’s lack of caring to honor copyright laws.  My strategy to complete this activity was to utilize information on S.O.P.A. related articles to demonstrate how copyrighting works. I asked the students complete a report on S.O.P.A. and then explain copyrighting to me. I have read in a past class that, “You represent the community’s best hope for its children’s future.” (Cassey, 2005, pg. 27). I wanted to use this activity to not only teach copyright laws, but to also teach them morals. I learned real fast that when 13 year olds do not agree with something because it affects them, they become very close minded and do not want to listen to the truth. Overall I was not happy with my performance on this standard. I feel I could have said or done things differently that would have made the students respect other peoples work more. I consulted with my schools technology section leader before completing this assignment. She stated the students would have trouble comprehending the full aspect of the act. She also stated that I would experience resistance from the students considering they are always copying and pasting off of items they find online and trading digital music and movies.  This activity was another example of me learning through experience. As a learner I continually realized that some things have to be experienced to be fully understood. This was one of them. I honestly should have listened more to the Technology Section Leader. She warned me of what to expect, but I felt that she was overstating the student’s response to copyright laws. In the future I will listen more to those with experience. The challenge I see is helping these students grasp the concept of why copyrighting is important.  References:  Armstong, S., & Warlick, D. (2004). The new literacy: The 3Rs evolve into the 4Es. Technology & Learning, 25(2), 20-28  Cassey, J M. (2005). Practitioners Guide to Creating a Shared Vision. Leadership, 35(1), 26-29  Sanders, M., & Lewis, K. (2005. Building Bridges toward excellence: Community involvement in high schools. The High School Journal, 88(3), 1-10. | | |
| TF-VI.B | Met with Special Education about software programs for special education students that I learned about at the ESC Region 2 technology conference. | 11/2011 | 1 |
| Reflection:  After attending the ESC Regional Technology conference I met with our special education department to demonstrate some of the technology I witnessed. "Technology can be especially effective with at-risk and special needs students." (Pitler, Hubbell, Kuhn, & Malenoski, 2007) My biggest learning experience came from seeing how much was available and how well it met our Special Education department’s needs. I demonstrated several that helped Autistic children. Before this I had no idea so much was out there and it was designed so specifically to a set disability. Personally, I now feel much more confident about having special education students in my classroom because I know there is software that can help me differentiate my instruction specifically towards their disability.  “As we become increasingly overwhelmed by information, we must work hard to decide which information we are going to use, and which information we are going to ignore.” (Warlick, 2007, pg. 21) Before going to the conference I knew that our Special Education department was overwhelmed with information from various vendors. My strategy was to use the conference to help them figure out what they were going to use. Then to bring them back the best options. I assessed myself by narrowing down from many technologies available to just a couple. I also assessed myself by getting feedback from the special education department as to if the programs fit their needs. If so I knew I did a good job. Their feedback was essential in me completing this activity.  During this exercise I learned that I need to take more notes. The notes I took from a previous meeting with the special education department where instrumental in picking out the correct software. In the future I plan on taking more detailed notes. There were several areas the technology covered that when I took notes I didn’t pay attention to, but when I reviewed them I realized that was exactly what the special education department needed. My question now is how I successfully use some of the software in my classroom for differentiation. “Teachers must see the connection between new hardware and software and their educational applications in the classroom.” (Pitler, 2005, pg. 1) I need to talk to others that have successfully utilized these programs so I can do the same.  References:  Pilter, H., Hubbell, E., Kuhn, M., & Malenoski, K. (2007). Using Technology with Classroom Instruction that Works. Alexandia, VA. Association for Supervision and Curriculum Development.  Warlick, D. (2007). Literacy in the new information landscape. Library Media Connection, 2(1), 20-21  Pitler, H. (2005). McRel technology initiative: The development of a technology intervention program final report (Contract Number ED-01-CO-006) Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED486685) Retrieved from <http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED486685&ERICExtSearch_SearchType_0=no&accno=ED486685> | | |
| TF-VI.C | Met with Science team for one hour after school about ESL students. I demonstrated for the other teachers how to use the Spanish version in BrainPop.com. Teachers created a lesson for ESL students. | 1/2012 | 1.5 |
| Reflection:  Brainpop.com is a website our school PTA purchased for the teachers and the students to use. While we have had it for a while no one has ever used to for our ESL students. This past year we received to students who only speak Spanish. I had used this site extensively with them and then shared with my fellow science teachers as to how I did it. My biggest learning experience was that not many teachers are using Spanish items to teach their students. They are partnering them up with a student that speaks Spanish and English and having the student translate. I had to wonder how many times, “Was the message getting confused between the teacher and the Spanish speaking student?” I had always assumed that teachers where utilizing several Spanish speaking technologies we had available. They where not and this training helped them a lot. I was upset at first when I leaned this was going on, but when I saw the teachers enthusiasm I got excited. I realized that they just didn’t know what was available to them and they where doing all they knew how. “Knowledge is constructed in multiple ways, through a variety of tools, resources, experiences, and contexts.” (Southwest Educational Development Laboratory, 1999, pg. 1) I was hoping that the Spanish version of Brainpop.com would give our students another resource to gain knowledge.  To complete this standard I had to do some research. I also had to utilize Brainpop.com for several weeks with the Spanish speaking students to see if it worked. This gave me the, “information to manage technology more scientifically.” (Price, 2005, 56) Then after the training I went back during planning to see how it was working out for the teachers. Each stated that the Spanish speaking students where more engaged and the quality of their work was increasing.  During this activity I feel I didn’t gain anything new about the way I learn. It all came down to me experiencing Brainpop.com with the students and then passing on that success to other teachers. My interaction with colleagues helped me realize that when we have several minds together focused on one software program, we can find more new and creative ways to use it. In the future I plan on experimenting with new software with others rather then myself. I face the challenge now of putting a group of open minded teachers fluent in technology to experiment with the new technologies we are offered. “If educators work together to plan their instruction and simultaneously plan ways to evaluate throughout the unit, they will develop a wide variety of interesting models.” (Solomon & Schrum, 2007)  References:  Price, B. (2005). Who’s in control of the technology-integrated school? *Principal Leadership*, 6(1), 51-56  Solomon, G., & Schrum, L. (2007). Web 2.0: New tools, new schools. Eugene, OR: *International Society for Technology in Education*.  Southwest Educational Development Laboratory, (1999), *Learning as a personal event: A brief introduction to constructivism*. Retrieved from http://ww.sedl.org/pubs/tec26/intro2c.html | | |
| TF-VI.D | Met with two teachers in regard to using Wordle.net to create an assessment. Noticed that students could still view others postings, some of which contained profanity. Had the district technology team put a district wide block on viewing material created by others on the website. | 9/2011 | 1 |
| Reflection:  “Today, public schools are caught between the proverbial rock and a hard place.” (Sanders & Lewis, 2005, pg. 1) We want to give students access to the internet and online websites, but we worry about what they might see. This activity did not start out as a standard activity, but quickly turned into one. I was meeting with two teachers on how to incorporate Wordle.net into their Social Studies class. While I was demonstrating the site I showed the teachers where they could view others work. The first two examples contained sexual words. I finished the training and then immediately started researching how we could still use wordle.net and prevent students from viewing the section where others post. “It is the role of school district employees-not the school board-to govern most day-to-day operations.” (Williamson & Redish, 2009, pg. 133) I learned that there are ways to block certain areas of a website. Wordle.net even supplies the link for school districts to use so that their students will not see inappropriate material. I did not know this before and it was very helpful with several other websites. My personal experience while completing this task was very rewarding. I had been doing lots of trainings, research, etc. for my internship. This activity had to do with me protecting our students from inappropriate material while giving them a new means to express themselves.  My main strategy was to figure out how to block that section so we wouldn’t lose the privilege of using the website. "Today's students are no longer the people our educational system was designed to teach." (Prensky, 2001, pg. 1) I know that Wordle.net is a site that is designed for today’s students and did not want them to lose that opportunity. I started by calling our districts technology staff. They gave me directions as to where to look for information to help them block that portion of the site. I used what they told me and ended up finding a link on the site that fixed the problem. I reported back to our technology staff and they had it fixed within in hour. This let me know that I accomplished the task correctly. My interaction was two fold with this activity. First I worked directly with my districts technology department. This was very informative. Secondly I let several members of my class know about how to block that portion of the site so they could protect students in their schools also. The interaction with technology support team helped tremendously by saving me time and giving me direction of where to go.  As a learner sometimes I try to do everything on my own. This exercise taught me that I can save a tremendous amount of time by using others for help. In the future I plan on calling our technology department more often for help. They where very informative and I have now developed a relationship with them. I would like to know how many more sites have areas available that could be harmful to our students. I had used Wordle.net with my students before this and I am thankful they never came across that area of the site. In the future I plan on exploring a website completely before I introduce it to my students.  References:  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: International Society for Technology in Education, pp. 33-55  Sanders, M., & Lewis, K. (2005. Building Bridges toward excellence: Community involvement in high schools. The High School Journal, 88(3), 1-10.  Prensky, M. (2001). Digital natives, digital immigrants: Part 1. On the horizon,9(5), p. 1. | | |
| TF-VI.E | While serving as Technology Representative and Chairperson, I worked with campus ITA in selecting technology using Title I Budget. We chose to purchase Smart Response Student Interactive Clickers.  3 planning periods | 5/2011 | 3 |
| Reflection:  Working with the school ITA, who is also my mentor, was one of the most eye opening experiences during this internship. Our school had Title I money left at the end of the school year and we needed to figure out how to spend it so we didn’t lose it. “…facilitators often must choose which professional learning strategy will be most effective at their school.” (Williamson & Reddish, 2009, pg. 136) That is what we had to do for this standard. During this process I learned a lot about how Title I money worked, how to budget it, and what it can be spent on. Before this I never realized how many stipulations there were and how much documentation had to be done. I now have much more confidence in working with budgets and purchasing technologies in a title I environment.  My strategy to complete this task was to do most of the research as to what technology to purchase, while my mentor handled the budget. We had to use, “joint planning and resource development, together with mutual observation and learning from each other” (Joyce & Showers, 2003, p. 1) to make the best decision. This worked well, but I still wanted to learn more about how the budget worked. My mentor explained a lot to me which will help in my future leadership positions. I measured my success by accomplishing the task and purchasing something that would be thoroughly used at our school. We ended up purchasing a set of Smart Board Clickers to be shared throughout the school.  This exercise was a great learning experience for me. I had to listen very carefully to learn during this activity. As a learner I am realizing I need to identify what I am doing and relate it to the ways I learn best in the situation. That could be taking notes, observing, actually doing something, etc. My interactions with my mentor during this activity have influenced how I will learn in the future. I normally pay attention to major details and ignore the minor ones when I am learning about something. Because we were dealing with a budget, I had to pay very close attention to every detail my mentor taught me about. I now question how much I have missed in the past because I wasn’t focused on the details, just the main concept. My biggest challenge with what we did is now to make sure the teachers actually use the clickers like they are supposed to. “Teachers must see the connection between new hardware and software and their educational applications in the classroom.” (Pitler, 2005, pg. 1)  References:  Joyce, B., & Showers, B. (2003). Student achievement through staff development. National College for School Leadership, 1-5. Retrieved on June 11, 2011, from<http://forms.ncsl.org.uk/mediastore/image2/randd-engaged-joyce.pdf>  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: International Society for Technology in Education.  Pitler, H. (2005). McRel technology initiative: The development of a technology intervention program final report (Contract Number ED-01-CO-006) Aurora, CO: Mid-Continent Research for Education and Learning. (ERIC Document Reproduction Service No. ED486685) Retrieved from <http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED486685&ERICExtSearch_SearchType_0=no&accno=ED486685> | | |
| **Subtotal** | |  |  | 11 |

**Appendix G: Internship Field-based Activities Summary Report and Validation**

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|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments | TF-VII.A | Teach 5th grade class how to use CCISD’s U:Drive to store and re-access work they do on the computer. Three 1.5 hour periods | 9/2010 | 4.5 |
| Reflection:  “Implementing technology-supported learning strategies requires computers, peripherals, software, and telecommunication networks that are current…” (Williamson & Redish, 2009, pg. 147) CCISD provides the students with an area to save all their data and access from anywhere in the school district called the U:drive. Since I was starting to have the students complete so much work using the computer I dedicated one day to teaching students how to use the U:Drive and store their work. During this activity I learned that many students already had a good understanding of how to save work. None of them know that this was available, but they had experience saving under My Documents on their home computers. While completing this activity I learned that the students where wanting to know how to save their work. Several stated they purchased portable hard drives because they didn’t want to lose anything they had done. Before I did this assignment I had no idea they were looking for what the district was already providing. Personally I feel this was a very good activity for the students. They were highly engaged and wanted to use something to save their work.  My strategy was to spend a whole class teaching students how to save work and why we save work. Then I planned on spending a second day creating work, saving it, accessing it, and emailing it to me.. I did no need to spend as much time as planned teaching them. I taught three classes for 1.5 hours each. We covered all the areas I mentioned. “Whether we like it or not, with the information age comes a whole new set of basic skills” (Armstrong and Warlick, 2004, p. 20) and the students had the basic skills needed to complete this lesson. I learn a lot by observing, so when I observed how easy this came to the students I knew I had been successful. My interaction for this activity was mainly with the schools Technology Section Leader. She had given me ideas on how to teach the children. The best one was that when planning, allow a lot of time for the students to practice saving, accessing, and emailing documents. I did not plan on that, but it helped a lot. In the future I plan on allowing students more time to practice using the software.  As a leaner I am starting to take more advice from others. I had already planned on how to do this lesson, but changed them after consulting with my Technology Section Leader. I the future I plan on doing more listening to others with experience. The only question I leave this activity with is who else can I go to for advice? I have been mainly talking with my Mentor and the Technology Section leader. Now that I am listening them more I am becoming much more productive with my lessons. I need to find another very tech savvy teacher to get more ideas from. “If educators work together to plan their instruction and simultaneously plan ways to evaluate throughout the unit, they will develop a wide variety of interesting models.” (Solomon & Schrum, 2007)  References:  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: International Society for Technology in Education, pp. 33-55  Solomon, G., & Schrum, L. (2007). Web 2.0: New tools, new schools. Eugene, OR: International Society for Technology in Education.  Armstong, S., & Warlick, D. (2004). The new literacy: The 3Rs evolve into the 4Es. Technology & Learning, 25(2), 20-28 | | |
| TF-VII.B | While serving as Technology representative for the schools PDM committee, I worked with the ITA and Principal on choosing a software program that enables teachers to differentiate the level of what the student is learning. StudyIsland.com was used for tutoring students that demonstrated lower test scores on Benchmarks and previous years TAKS test. | 10/2010 | 3 hours |
| Reflection:  As Chairperson and Technology Representative for the PDM Committee I work a lot with budgets and materials. This activity involved finding a software program in which instruction can be differentiated to benefit all students. I worked with the ITA and Principal. We had to “...choose which professional learning strategy will be most effective at their school.” (Williamson & Reddish, 2009, pg. 136) My biggest learning experiences came from working with the PTA. I had no idea they generated that much money and that we could use it for purchasing new technologies. In the past I thought that just went for field trips and assemblies. Personally, this lead to me supporting the PTA much more then I had in the past.  My strategy to complete this task was to do most of the research as to what software would best fit out situation. We had to use, “joint planning and resource development, together with mutual observation and learning from each other” (Joyce & Showers, 2003, p. 1) to make the best decision. My interactions were with my Mentor, Principal, and for the first time, the PTA. The PTA members where extremely excited when we decided on which program to purchase. This lead to more support at school and at home for the students. In the future I plan on doing more with the PTA and utilizing them for help in acquiring technology that our budget does not cover. I measured my success by accomplishing the task and purchasing something that would be thoroughly used at our school. We ended up purchasing a membership to StudyIsland.com.  This activity supported the previous learned notion that I learn a lot from observations. I had never worked with the PTA and their finances before. I learned a lot from spending time with them and observing their discussions. These observations will influence me in the future. I now plan on observing for a while when I am working with a new group before I jump in and try to take charge. The biggest challenge I see is getting to teacher to use the program to help their students. “Teachers must see the connection between new hardware and software and their educational applications in the classroom.” (Pitler, 2005, pg. 1) I plan on holding a future training to demonstrate the educational applications in the classroom. Hopefully teachers will see the potential we see and use the software.  References:  Joyce, B., & Showers, B. (2003). Student achievement through staff development. *National College for School Leadership*, 1-5. Retrieved on June 11, 2011, from<http://forms.ncsl.org.uk/mediastore/image2/randd-engaged-joyce.pdf>  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: *International Society for Technology in Education*.  Pitler, H. (2005). McRel technology initiative: The development of a technology intervention program final report (Contract Number ED-01-CO-006) Aurora, CO: *Mid-Continent Research for Education and Learning*. | | |
| TF-VII.C | Assisted School Technology Section leader in demonstrate how to use Eduphoria for all teachers during a staff meeting. Had Teachers log in, access scope and sequence, and build a lesson using resources the system offers. Also assisted several teachers after the professional development that still had issues understanding the software program. | 10/2010 | 3 |
| Reflection:  For this activity I assisted our Technology Facilitator in training our teachers on the new lesson plan system, Eduphoria. “Traditional sit and get training sessions without follow-up support have not been effective in preparing teachers to integrate classroom technologies,” (Mouza, 2002). For this activity we had all the teachers in the schools computer lab. Our school technology leader, the ITA (my mentor), and myself helped all the teachers learn the basics of the software. I realized real quick how negative teachers can become when learning a new technology. “Once developed, these negative associations are often difficult to dislodge.” (Williamson & Reddish, 2009, pg. 147) This is why we tried to offer the most help possible so the teachers immediately had help and felt confident in using the system. Before I did this I had known many teachers do not like learning new technology, but the resistance I experienced and the complaining I heard was not expected. In the future I plan on giving the teachers more benefits and ideas about software before a training takes place. I think this may help decrease the resistance.  My strategy during this activity was to follow the other two’s lead. They each have a lot of experience in hosting professional development. I knew I could learn a lot by watching them. We met prior to the training and discussed what we plan on doing. The both suggested I offer help where I could and to make sure that I was constantly helping a teacher, even if they didn’t look like they where having trouble. I assessed myself by discussing how I did with my mentor when I during the training and after we finished. She offered me some very good ideas on how to improve that I can use in the future.  I learn through observing and this activity required that on two fronts. I had to observe how my partners where working with the teachers while I observed the teachers. I learned a lot about reading people when they are in front of a computer learning something new. By the end I could tell by facial expressions if someone was having trouble or not. My interactions throughout the training and after the fact with colleagues gave me ideas on what to do in the future. I now know how to watch people’s actions to see how they are doing. The biggest challenge I see is creating a better way to introduce new software to teachers, especially when it will be a mandatory part of their job in the near future. “Whether we like it or not, with the information age comes a whole new set of basic skills” (Armstrong and Warlick, 2004, p. 20) I must help teachers attain these basic skills.  References:  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: *International Society for Technology in Education*.  Mousa, Chrystalla. (2003). Learning to Teach with New Technology: Implications for Professional Development , V35, 2.  Armstong, S., & Warlick, D. (2004). The new literacy: The 3Rs evolve into the 4Es. Technology & Learning, 25(2), 20-28 | | |
| **Subtotal** | |  |  | 10.5 |

**Appendix G: Internship Field-based Activities Summary Report and Validation**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | Brief Description of the Activity | Date Activity Completed | Internship Hours |
| Standard VIII. Leadership and Vision | TF-VIII.A | Meet with Kaffie Middle School Technology section leader. Amelia Villanueva has M.Ed. in Educational Technology Leadership from Texas A&M University. Discuss what she learned while attending, after graduation, and how she implemented what she learned into her class. 1 occasion. 1 hour after school. | 9/2011 | 1 |
| Reflection:  For Standard TF-IIIV.A I met with my schools Technology Section Leader. She is a graduate from Texas A&M’s ETL M.Ed program. She is very informative, highly respected at our school, and very too the point. “ As we become increasingly overwhelmed by information, we must work hard to decide which information we are going to use, and which information we are going to ignore." (Literacy in the New Information Landscape, David Warlick, pg. 21) Amelia is known for not wasting time and only promoting technology that we can use. I wanted to learn more from her on what is going on in Educational Technology. During our discussion she mentioned many different companies that provide technology to schools. Her biggest point she wanted me to understand is that we need to spend a lot of time with a hardware or software device before we purchase it. There is a ton of educational technologies out there, but many do not fit our needs. She stated that on the cover they seem like they do, but after you use them you realize they are not as good as first thought. I never knew how much was available. We also talked about what is going on in education budget and expressed worry about the ability for us to do our jobs with so much money being cut. “Recently, technology leaders reported to us that educators, administrators, board members, and other key stakeholders in the community are reluctant to focus on technology-supported learning.” (Williamson & Redish, 2009, pg. 179) Before I went this meeting I didn’t realize how much was out there for us to utilize. I also didn’t realize how much of the advertising is just fluff and the product doesn’t actually help like it says it can. I now know I must do much more research when looking into purchasing a new technology.  My strategy during this meeting was to keep an open mind, listen a lot, and take notes. I also came with a list of questions for her. I wanted to learn about how she stays up to day with our area of education. The only way to assess myself with this activity was to ensure that I left with more information then I came with. I wanted to learn more what she does to stay abreast to the latest information regarding educational technology. Our discussion gave me that and more. She talked about budgets, the future of educational technology, what she has experienced in dealing with shareholders, and what have been her biggest challenges. All of these discussions will help me in the future with how I perform in the role of a technology facilitator.  I learn a lot by listening and that is exactly what happened here. I came with a list of open ended questions and got all the information I asked for. Coming to the meeting with pre-written questions helped a lot and I plan on doing that in the future. I got the impression from her that in regard to digital native learners, “schools have not fully responded to what these learners need.” (Williamson & Reddish, 2009, pg. 105) The challenge I see is demonstrating to the education communities shareholders how important technology really is for our students. We all, “represent the community’s best hope for its children’s future.” (Cassey, 2005, pg. 27)    References:  Warlick, D. (2007). Literacy in the new information landscape. *Library Media Connection*, 2(1), 20-21  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: International Society for Technology in Education, pp. 33-55  Cassey, J M. (2005). Practitioners Guide to Creating a Shared Vision. Leadership, 35(1), 26-29 | | |
| TF-VIII.B | Met and interviewed Randy Heintz. She has taught for over 30 years. During the interview we compared and contrasted the differences between technology use today and when she started in education. |  | 1 |
| Reflection:  To accomplish standard TF-VIII.B I had a sit down meeting with a teacher that is a 30 year veteran. I amazed me how different teaching was before technology. It was much simpler. The biggest learning aspect from this interview was how much time technology saves, but also takes up. Ms. Heintz stated that she spends as much time responding to emails as she used to planning. She stated while communication has improved it has also led to becoming a huge distraction throughout the school day. I never realized how often I check email throughout the day until after I met with her. She brought up the point that lots of technology helps us get more organized, but it also takes time away from other items. As a veteran teacher she still does many things old fashion and to add technology to that, consumes large amounts of her time. Before I did this interview I never thought of the veteran teacher’s daily schedule and how they still do things as they did it in the 1980’s. I had the thought, “that is why they are so resistant.” Personally this was a huge eye opener for me. It may me see things through the eyes of the teachers I was training. They want to still do things the way they know how while incorporating technology. But, many technologies we offer make them change the way they do things.  The biggest strategy I used was to enter the interview with a list of open ended questions and to really dig into her opinion of technology. She is a highly respected veteran teacher I wanted to learn how to better connect with that age group for technology trainings. “…you can change teachers’ thinking about something without changing what those teachers do in classrooms.” (William, 2007-2008, p. 39) I needed to know how to get a more positive response from teachers regarding introducing new technology. I learned a lot from listening and I knew that if I left the interview with even the slightest way to better relate to veteran teaches when training them, I had succeeded. “Teachers sometimes are concerned about such a shift: they worry about losing control, not fulfilling their role, or being seen as less effective by parents, principal, or supervisors.” (Sprague & Dede, 1999, pg7) Before this interview I had mentioned to several classmates what I was doing. They offered some stereotypical information, but several also are having trouble getting through to long time teachers. They where very interested in learning about my results.  I learn very well by observing, asking questions, and conversing. This activity did exactly that. In the future I plan on talking with more veteran teachers so I can get a wider range of opinions that will come in useful when training them on technology. This interaction will have a definite influence on my future trainings. I am planning on asking more questions of the teachers I train. This will allow me to assess their needs and base may trainings on that. The only challenge I now see is trying to address a majority of the veteran teachers needs while still sticking to the main concept of the training. “…the processes for creating high-quality technology plans vary, there is a high expectation that technology planning will be community based.” (Williamson & Redish, 2009, pg. 183)  References:  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: *International Society for Technology in Education*, pp. 33-55  William, D. (2007-2008). Changing classroom practice. *Educational Leadership*, 65(4), 36-41.  Sprague, D. & Dede, C. (1999). If I teach this way, am I doing my job: Constructivism in the classroom. *Leading and Learning*, 27(1). Retrieved from International Society for Technology in Education at <http://imet.csus.edu/imet9/280/docs/dede_constructivisim.pdf> | | |
| TF-VIII.C | Met with ITA at Woodlawn Elementary and discussed sponsorships she is aware of and how the schools organized and started them. | 5/2011 | 2 |
| Reflection:  Before my meeting I had a very little lack of understanding related to school sponsorships. I honestly didn’t know they exist. My schools ITA had experience and gave me some insight. I learned that many companies look for the right school and program to sponsor. For one it helps their community out. It is also very good public relations press for them. “Such involvement is valued as a means to generate both needed resources to support school improvement efforts and students’ learning, as well as community support for educational expenditures and school referendums.” (Sanders & Lewis, 2005, p. 1) We have several very large refineries in Corpus Christi. I learned that each of them sponsor several schools. They provide computer labs, athletic equipment, and sponsor events. "Today's students are no longer the people our educational system was designed to teach." (Prensky, 2001, p. 1) Sponsorships help us generate the income needed to change our education system to better fit with our students. Personally, I now have an interest in learning more about sponsorships and how they can help my school. “Though the processes for creating high-quality technology plans vary, there is a high expectation that technology planning will be community based.” (Williamson & Redish, 2009, p. 183) If I could undertake sponsorships as an extra activity at each school I am at, I can really help the students.  My strategy for this activity was to learn all I could from someone with experience. I also wanted to know the pros and cons to a community sponsorship. As a learner I do well listening and observing. I also wrote a lot down during this activity. I wanted to take notes for this activity so that I could visit them in the future when the situation called for it. I did take a lot of notes so I completed my goal satisfactory. My only interaction with colleagues was with my mentor. She gave me the information I needed. She was very thorough in her explanations and that lead to me having more questions.  As a learner I do well from observing and listening. For this activity I also took notes which helped a lot. I now can also come back to them in the future. I feel I should have done this for more activities and plan on doing so in the future. The challenge I face now is to study more schools that have had successful community partnerships. I want to learn more about what works and what doesn’t.    References:  Sanders, M., & Lewis, K. (2005. Building Bridges toward excellence: Community involvement in high schools. *The High School Journal*, 88(3), 1-10.  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: *International Society for Technology in Education*.  Prensky, M. (2001). Digital natives, digital immigrants: Part 1. *On the horizon*,9(5), p. 1. | | |
| TF-VIII.D | Served as Technology Representative on Campus PDM committee. Reviewed budgets and needs of students based on teacher feedback and TAKS reports. Chose software programs for teachers and tutors to assist underperforming and at risk students. | 3/2011 | 3 |
| Reflection:  As Chairperson for the PDM Committee I work a lot with budgets and materials. This activity involved finding cheap software programs in which instruction can be differentiated to benefit all students. I worked with the ITA and Principal. We had to “...choose which professional learning strategy will be most effective at their school.” (Williamson & Reddish, 2009, pg. 136) My biggest learning experiences came from working with the school budget. I have done previous technology purchases in support of PDM, but never specifically with a school budget. My biggest learning experience came in witnessing how tightly managed a school budget has to be. The ITA and Principal amazed me at how much they did with so little. I had no idea we got so little for instructional aids. This experience made me cut back big time on paper use, the cost of my labs, and the way I manage my supplies. I have much more respect for what I have now.  My strategy to complete this task was to do most of the research as to what software would best fit out situation. We had to use, “joint planning and resource development, together with mutual observation and learning from each other” (Joyce & Showers, 2003, p. 1) to make the best decision. My interactions were with my Mentor, the Principal, and several teachers. The main strategy was to use as little money as possible to get the most options that would help us. I assessed myself through feedback from teachers, the ITA, and the Principal. When I pulled up software they liked that was within our budget, I knew I did well. My colleagues where instrumental in helping me choose programs that worked well. I got feedback from several teachers all in different teaching areas. This helped in choosing software that could be utilized at all levels of our organization. I plan on getting more feedback like this in the future.  This activity supported the previous learned notion that I learn a lot from observations. I had never worked with a local school budget before. I learned a lot from spending time with the ITA and Principal, asking questions and watching their interactions. These observations will influence me in the future. I now plan on observing for a while when I am working with a new group before I jump in and try to take charge. The biggest challenge I see is getting to teacher to use the programs to help their students. “Teachers must see the connection between new hardware and software and their educational applications in the classroom.” (Pitler, 2005, pg. 1) I plan on holding future trainings to demonstrate the educational applications of some of the software programs in the classroom. Hopefully teachers will see the potential we see and use the software.  References:  Joyce, B., & Showers, B. (2003). Student achievement through staff development. *National College for School Leadership*, 1-5. Retrieved on June 11, 2011, from<http://forms.ncsl.org.uk/mediastore/image2/randd-engaged-joyce.pdf>  Williamson, J. & Redish, T. (2009). ISTE’s technology facilitation and leadership standards: What every K-12 Leader should know and be able to do. Eugene, OR: *International Society for Technology in Education*.  Pitler, H. (2005). McRel technology initiative: The development of a technology intervention program final report (Contract Number ED-01-CO-006) Aurora, CO: *Mid-Continent Research for Education and Learning*. | | |
| TF-VIII.E | Assist district technology facilitator during Science Boot Camp professional development. Assisted her in training the teachers on how to incorporate Learning.com into a Science Lesson | 10/2011 | 1.5 |
| Reflection:  Before attending a Science Boot Camp professional development session I had signed up for, I learned there would be a technology facilitator from our district holding training on how to incorporate Learning.com into a Science lesson. I asked if I could help out and debrief after we were down, which the Technology Facilitator agreed too. This was the first time I had ever used Learning.com. Because of this I had to experiment on my own. I never knew that our district had a technology textbook. My biggest learning experience came from helping during the training. Most teachers at this session where very interested in incorporating new technology into their classrooms. I had never been in technology training before with so many positive responses and ideas flowing. I learned real fast that innovative teachers are very interested in details of a software program and like to have discussion time with teachers in their same subject area. "Teacher learning communities appear to be the most effective, practical method for changing day-to-day classroom practice." (Heritage, 2007, p 39) and this is what we were creating. After we demonstrated the basics the teachers all asked if they could spend more time with us and have time to talk to their cohorts to get more ideas. I had never thought about allotting time for that. The training went so smooth because the whole room was full of 5th grade Science teachers. They all had great ideas and wanted to share them with each other to evolve them further. As a technology facilitator I plan on holding trainings on software with teachers in the same subject so it goes this smooth and has similar results.  My strategy for this activity was to become a sponge. Vanessa is a very experienced and highly respected Technology Facilitator. I did exactly what she told me, how she told me, and when she told me. I also used my cell phone notes app to write down question I had during the training so I could ask her afterword. I learn a lot from observing and getting feedback. For this assignment I relied heavily on her feedback to assess how I did. My interaction with her and the teachers helped me succeed. I learned what the teachers in the room wanted and did my best to direct them to the correct area of Learning.com. When the got excited and started having new ideas I took that as a sign that I had done my job.  This activity demonstrated to me that I can also learn from the teachers attending my training. I had a room full of like minded teaches. When they started talking about ideas amongst themselves I got involved. “If educators work together to plan their instruction and simultaneously plan ways to evaluate throughout the unit, they will develop a wide variety of interesting models.” (Solomon & Schrum, 2007)  I gained a lot of ideas by interacting with them. These interactions where very helpful. I plan on not spending so much time talking and more time interacting during future trainings. As I mentioned earlier we had a room full of innovative teachers that all teach the same grade and subject area. This encouraged, “joint planning and resource development, together with mutual observation and learning from each other.” (Joyce & Showers, 2003, p. 1) Ideas flowed like crazy and every one of them was thoroughly engaged. My challenge for the future is how to recreate this with the limited budgets school districts have. There was a lot of money paid to subs for this. Many times districts staff development held on campus after school to avoid paying for substitutes. But, the training was so much better and everyone got so much more out of it because of our backgrounds.  References:  Joyce, B., & Showers, B. (2003). Student achievement through staff development. *National College for School Leadership*, 1-5. Retrieved on June 11, 2011, from<http://forms.ncsl.org.uk/mediastore/image2/randd-engaged-joyce.pdf>  Heritage, M. (2007, October). Formative assessment: what do teachers need to know and do? *Phi Delta Kappan*, 89(2), Retrieved from <http://www.pdkmembers.org/members_online/publications/Archive/pdf/k0710her.pdf>  Solomon, G., & Schrum, L. (2007). Web 2.0: New tools, new schools. Eugene, OR: *International Society for Technology in Education.* | | |
| **Subtotal** | |  |  | 8.5 |
| **TOTAL** | |  |  | 122 |

Site Mentor:

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(*Please Print)*

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix G: Internship Field-based Activities Summary Report and Validation**



**Lamar University – M.Ed. in Educational Technology Leadership**

## Field-based Activities Summary Report and Validation: Reflection Guidelines

## 

**Instructions:** You are required to reflect on each of your field-based activities by completing a reflection that should contain a minimum of 250 words. These reflections will be used to assist you in completing Week 5 of your EDLD 5388/5370 Internship comprehensive exam/final report. Students should use the guidelines below to reflect on each of their field-based activities citing textbook references as well as three additional references when writing each reflection.

Reflections allow you to analyze on the knowledge you gained from the Internship activity and the associated Standard/Indicator associated with the activity as well as how the activity helped you master the Standard/Indicator. The act of reflection is influenced by constructivist theory. In essence, it is a way of thinking that allows you to make adjustments to your beliefs or concepts, to learn from your or other’s mistakes, to recognize progress you think you have made, and/or to identify needed changes in attitude, disposition, decision-making, actions, or behaviors.

Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of three references.

**Self –Assessment**

1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the activity.

2. Critically reflect upon the relationship between any new information you gained from the activity with old information you previously held to be true.

3. How did the relationship between the old and new information you learned affect your personal experience with the activity?

**Learn as a Learner**

1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the activity.

2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the activity.

3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance?

**Lifelong Learning Skills**

1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning.

2. How will your past interactions and collaborations with colleagues impact your future learning experiences?

3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?

**Additional Criteria**

1. Field-based Activities Summary Report posted monthly to e-Portfolio wiki/blog/Google site

2. Mechanics

3. APA Format

4.Minimum of 3 References

|  |  |
| --- | --- |
| Wiki Name | Wiki URL |
|  |  |